

INTERACTION OF LANGUAGE, HUMAN BEING AND CULTURE WHEN TEACHING FOREIGN LANGUAGES

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The issues of languages, people, culture, intercultural communication and their interaction have always attracted specialists of different fields and are still being discussed. People and languages cannot exist without each other. It suggests the necessity to study them simultaneously, to study their interrelation and interaction. Languages reflect the world around people, they also reflect the culture created by people, they keep it for people and transfer it from person to person. Language is a tool of getting knowledge, experience, through which a person comprehends the world and culture. Finally, languages are instruments of culture. They form a person, determine his or her behavior, way of life, worldview, mentality, national character [1].

At present, there are about two thousand definitions of the concept of "culture". In the field of studying the methods of teaching foreign languages, the most popular definitions of culture imply values, customs, holidays, etc. It is usually reflected in the textbooks on foreign languages. Moreover, speaking about part of the culture of the country of the language studied, which can be obtained with the help of social and cultural teaching of foreign languages, we see culture as knowledge and experience that allow students to be adequate participants in intercultural communication. This includes understanding of the subtextual meaning and different coloring of the statement, correct interpretation of cultural, historical events and circumstances when reading newspapers, magazines and other literature, watching movies and television programs, communicating with native speakers, understanding people's behavior and increased tolerance.

So, the sociocultural competence allows people speaking in a foreign language to feel almost on equal ground with native speakers (with regard to culture). It is a step to adequate second language skills. It will be difficult and even impossible to limit the scope of the use of cultural knowledge, because various references to the facts of a foreign culture can be found in the literature, in the media, on the Internet, etc. The final stage of sociocultural competence will be the ability of learners to operate with necessary knowledge-concepts and adapt (if necessary) their behavior to the behavior that is adequate or close to that of native speakers. Therefore, at the present stage of teaching the languages of international communication, the knowledge of the culture of the country and the people of the language being studied will not only be important and significant, they will play a determining role in the use of the language and thereby influence the communicative competence of a foreign language learner [2].

But, of course, in the 21st century, the goal of teaching foreign languages can no longer be just the transfer of linguistic knowledge, skills and abilities, and not even encyclopedic mastering of local information, limited primarily to the sum of geographical and historical concepts and phenomena. The central place in the pedagogical process should be taken by the formation of the ability to participate in intercultural communication, which is especially important nowadays.

The development of the student's ability to intercultural communication, that is, to an adequate mutual understanding of two or more participants of a communicative act who belong to different national cultures, makes it urgent to address a range of trainees' personal parameters. These include openness, which implies freedom from prejudice towards people who are the representatives of a different culture; the ability of a person to be tolerant to everything that is unusual in other cultures, readiness for intercultural communication.

Learning a foreign language allows students to get acquainted with a different social culture, other types of state structure, with everyday life of peers, to realize the common things

that peoples, belonging to different cultures, have. Expanding contacts in various fields have shown that we need a deep understanding of the mentality, lifestyle and moral values if the peoples are eager to cooperate and jointly organize their future. Lack of mutual understanding is due, to a lesser extent, to linguistic errors, and to a much greater extent – to strategic errors in communication.

Thus, choosing teaching materials plays an important role when teaching a foreign language. Choosing a textbook, teachers often focus their attention on those materials where, from their point of view, much attention is given to grammar, to the facts from the history and geography of the country of the language studied. If, however, our goal is to organize a modern communicative process, then when selecting a textbook, we should pay our attention to such criteria as: to what extent the textbook allows enhancing the linguistic experience of students; to what extent these training materials stimulate interest to learning a new language and culture; whether they correspond to the social experience of the student and his intercultural skills; whether there are enough various texts, tasks and exercises in this textbook for carrying out a direct bi-and tripolar comparison of languages and cultures [3].

One of the options for achieving the goals set is the use of multimedia programs in the educational process when teaching a foreign language. Multimedia programs are a synthesis of a text-book, a video clip, fine art, acting, directing, pedagogical and methodological experience, transformed into a final product – a virtual teaching environment, the educational material should be transformed into a director's script. Despite the attempts to create such textbooks in our country (for example, “English for Beginners” – the development of the company “Cyril and Methodius”, “English Platinum 2000” – the textbook produced by company “Multimedia Technologies and Distance Learning”, etc.), there are very few of them in the educational market. More often, teachers use multimedia programs created abroad in the educational process.

Using multimedia programs fits into the structure of practical exercises, allows students to achieve more effective results that reveal the potential of each student. Taking into account the peculiarities of the subject a “foreign language”, these programs provide the necessary conditions for activating the cognitive and linguistic activity of each student of the group, giving each of them an opportunity to learn new language material, to obtain sufficient local information, to get acquainted with a large number of original texts, video materials, to obtain a sufficient language practice to form necessary skills and abilities.

So, in the article, we tried to analyze such important conceptual categories as “personality, language, culture” and the necessity and role of cultural awareness for a correct interpretation of what is happening in a specific situation in a different, foreign language environment. Obviously, knowledge of culture gives confidence to all people who know a foreign language, it gives students the opportunity to make the right choice.

References

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